

PRIMARY INSPECTION



Education and Training
Inspectorate

Killen Primary School,
Castleberg

Report of an Inspection
in December 2011



In this report, proportions may be described as percentages, common fractions and in more general quantitative terms. Where more general terms are used, they should be interpreted as follows:

Almost/nearly all	-	more than 90%
Most	-	75%-90%
A majority	-	50%-74%
A significant minority	-	30%-49%
A minority	-	10%-29%
Very few/a small number	-	less than 10%

In assessing the various features of the provision, Inspectors relate their evaluations to six descriptors as set out below:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

SCHOOL CONTEXT

Killen Primary School is situated in the village of Killen, two miles south of Castlederg. The children attending the school come from the village of Killen, Castlederg and the surrounding rural area. The enrolment has remained relatively steady over the past five years and currently stands at 97. At the time of the inspection, 29% of the children were entitled to free school meals. The school has identified 23% of the children as requiring additional support with aspects of their learning.

FOCUS

The inspection focused on:

- the children's achievements and standards in literacy and numeracy;
- the quality of provision for learning; and
- the quality of leadership and management including the school's processes for self-evaluation leading to improvement.

OVERALL FINDING OF THE INSPECTION

In the areas inspected, the quality of education provided by this school is **very good**. The school is meeting very effectively the educational and pastoral needs of the children, and has demonstrated its capacity for sustained self-improvement.

KEY FINDINGS OF THE INSPECTION

Achievements and Standards

The quality of the children's achievements and standards are very good.

- In English and mathematics, most of the children attain very good **standards** which are in line with their ability. By the end of key stage (KS) 2, the children are able to write confidently in a wide range of genres and for a range of audiences and purposes, can read with fluency and understanding, and have very good understanding of number and have flexibility in their mathematical thinking.
- The children identified with **special educational needs** make good progress in line with their ability.
- The children attain very good standards in **information and communication technology (ICT)** through the systematic development of the children's ICT skills. These skills are used by the children to support well their learning in other areas of the curriculum.

Provision for Learning

The provision for learning is very good.

- The **children** settle quickly to their work and, through well-organised routines and appropriately challenging tasks, have very good levels of independence and engagement. They interact confidently with their teachers and with one another.

- The teachers are committed to the education and care of the children, and are supported very well through the competence and effective contribution of the classroom assistants. The quality of the **teaching** observed ranged from satisfactory to very good; in the majority of lessons it was very good. In the best practice, the work was well matched to the individual needs and interests of the children, and the teachers used a range of active and practical learning and teaching strategies to engage and challenge the children.
- The provision for **special educational needs** is very good. The children's learning is supported very well by the dedicated team of classroom assistants who contribute effectively to the planning, support and review of the children's learning programmes. The individual education plans have clearly focused targets which guide well the provision made for the children.
- The quality of the arrangements for **pastoral care** is very good. This is evident through the caring, welcoming, community ethos, and the excellent working relationships between the children and the staff. The well-planned induction programme for the year 1 children helps ensure the children settle quickly into their new school. A strong focus is placed by the staff on the development of the children's personal and social skills. The whole-school merit system promotes and rewards appropriately the children's efforts and their positive dispositions to learning. Their behaviour is exemplary.
- The school has very good arrangements in place for safeguarding children. These arrangements reflect the **child protection** guidance issued by the Department of Education.
- The school gives very good attention to promoting **healthy eating and physical activity** through, for example, the promotion of healthy breaks and lunches and the provision of energetic physical activity for the children.

Leadership and Management

The quality of leadership and management is very good.

- The **Principal** provides very effective leadership; he has been in post for ten years and has led well numerous whole-school and curriculum developments. He is strongly committed to the welfare of the children and the staff, and fosters a strong sense of collegiality helping to ensure fulfilment of the school's child-centred aims.
- The school has effective **self evaluation** and **school development planning (SDP)** processes. Self evaluation is underpinned by effective analysis and interpretation of relevant qualitative and quantitative data. Through consultation with the parents, all staff and the school governors, the SDP identifies appropriate areas for improvement. Staff development opportunities are linked well to the curricular and pastoral needs of the school.

- The **co-ordinators** of literacy, numeracy, ICT and SEN provide valuable support and guidance for the staff, and they have identified suitable priorities for development within their areas of responsibility. They collate and analyse a range of performance data, and are matching this well against the children's abilities to identify and address incidences of under-achievement within the school.

It will be important that the employing authority, school governors and the staff plan for, and manage, issues related to the sustainability of the school provision and school budget, in order to address the current and future needs of the children and the staff.

CONCLUSION

In the areas inspected, the quality of education provided by this school is **very good**. The school is meeting very effectively the educational and pastoral needs of the children, and has demonstrated its capacity for sustained self-improvement.

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Killen Primary School** iii. **Date of Inspection: W/B 05/12/11**
 ii. **School Reference Number: 201-2641** iv. **Nature of Inspection: Short**

B.

School Year	2007/08	2008/09	2009/10	2010/11	2011/12
Year 1 Intake	17	6	17	14	13
Enrolments					
Primary	102	92	96	98	97
Reception	0	0	0	0	0
Nursery Unit	0	0	0	0	0
Special Unit	0	0	0	0	0
Irish Medium Unit	0	0	0	0	0

The enrolment for the current year is the figure on the day of notification of inspection. For previous years it is the figure in the annual return to the Department of Education.

The calculations at C and D should be based on the total of the primary and reception enrolments only.

- C. Average Attendance for the Previous School Year
 (expressed as a percentage): 96.8% **NI Avg Att: 94.7%**
- Average Attendance for those children on the
 Special Educational Needs Register: 96.2%
- | | Primary &
Reception | Nursery
Unit | Special
Unit | Irish Medium
Unit |
|--|------------------------|-----------------|-----------------|----------------------|
|--|------------------------|-----------------|-----------------|----------------------|
- D. i. Number of Teachers
 (including the principal and part-time teachers): 6 0 0 0
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 16.2 NI PTR: 20.2
- iii. Average Class Size: 19
- iv. Class Size (Range): 13 to 23
- v. Ancillary Support:
 Number of Hours **Per Week**:
- | | |
|---|----|
| i. Clerical support: | 10 |
| ii. Foundation Stage Classroom Assistant Support: | 25 |
| iii. Additional hours of other classroom assistant support: | 31 |
- vi. Percentage of children with statements of special educational needs: 1%
- vii. Total percentage of children on the Special Needs Register: 23%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 29%
- x. Percentage of children at the end of Key Stage 2 for 2010/11 who attained level 4 and above in English and mathematics, and Irish (in Irish-medium schools):
- | | | | | | |
|----------------|------|--------------------|------|--------------|-----|
| English | 100% | Mathematics | 100% | Irish | N/A |
|----------------|------|--------------------|------|--------------|-----|

THE VIEWS OF THE PARENTS, TEACHERS, GOVERNORS, (SUPPORT STAFF) AND CHILDREN

The arrangements for the inspection included the opportunity for the parents and the teaching and support staff to complete a confidential questionnaire prior to the inspection. Of the 67 questionnaires issued to parents, 29 (43%) were returned to Inspection Services Branch, including eight which contained additional written comments. Almost all of the parents expressed high levels of satisfaction with the life and work of the school; in particular they commented on the caring ethos of the school and the approachable, supportive staff. The very few issues raised through the questionnaires were discussed with the Principal.

All of the teachers and the support staff responded very positively to the staff questionnaires and indicated very high levels of satisfaction with all aspects of school life. In particular, all of the staff enjoy working in the school, consider the leadership of the Principal to be effective and feel that their contribution is valued.

The inspectors also met with a group of children from year 6 and year 7. The children talked about the many aspects of school life they enjoy, including the friendly, welcoming atmosphere, and the care and support they receive from their teachers. They are aware of what to do if they have any worries about their safety and well-being.

© CROWN COPYRIGHT 2012

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

Copies of this report are available on the ETI website: www.etini.gov.uk

